

Hampstead Parochial Primary School
DRAFT Minutes and Actions ([here](#)) of Curriculum, Progress and Outcomes (CP&O)
Meeting
on Tuesday 1st November 2022 at 6.00pm ON ZOOM. (moved from 17.10.22)

| Type of Governor (12) | Name | Start & End date | Attendance |
|-----------------------------|--|-------------------|------------|
| Executive Headteacher (1) | Laura Hall | <i>Ex Officio</i> | ✓ |
| Diocese Appointments (2) | Ammar Ahmed (Chair of Governors) | 14.1.19 – 13.1.23 | ✓ |
| Foundation ex-officio (1) | Jeremy Fletcher | <i>Ex Officio</i> | ✓ |
| Foundation Appointments (2) | Anne Diack (Vice Chair of CP&O) | 13.6.20 – 12.6.24 | ✓ |
| | David Rue (Chair of CP&O) | 21.5.19 – 20.5.23 | ✓ |
| Also present | | | |
| Head of School | Emma Inglis | N/A | ✓ |
| Clerk | Pete McGuigan | N/A | ✓ |

| Agenda item no. | Agenda | Action |
|-----------------|---|--------|
| 1 | Welcome and apologies for absence | |
| 1.1 | Ammar (AA) welcomed everyone and opened the meeting at 6.00 p.m. There were no apologies for absence and all committee members were present. | |
| 1.2 | There were no declarations of interest for the meeting, and committee members were up to date with Declarations of Interest on GHUB (except for Laura (LH) and Emma (EI)). | |
| 2 | Election of Chair and Vice Chair | |
| 2.1 | <u>Governors unanimously elected:</u> <ul style="list-style-type: none"> • <u>David Rue (DR) as Chair</u> • <u>Anne Diack (AD) as Vice Chair,</u> (noting that other Governors could step in if necessary and AD was unavailable). <u>of the CP&O committee for the 2022-23 school year.</u> | |
| 3 | Opening prayer | |
| 3.1 | Jeremy (JF) led Governors in a prayer to start the meeting. | |
| 4 | Executive Headteacher's and Head of | |



| School's Update | | |
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| 4.1 | <p>LH updated Governors on school matters. Through questioning and challenging LH and EI, Governors established that:</p> <ul style="list-style-type: none">• there was good support in place for an Early Career Teacher (ECT) in Y3.• currently, all teaching was at least Ofsted 'Good'.• during a recent Learning Review, children had been articulate when asked about their learning, although LH felt there was still work to do to help them describe their past learning, especially in response to new adults. | |
| 4.2 | <ul style="list-style-type: none">• pupil outcomes had been strong, which reflected the high quality of teaching.• good teaching and learning were evident in scrutiny of children's work, moderated with teachers from Holy Trinity (HTNW3), which demonstrated the continuing strengthening of the partnership between the two schools. Teachers understood their pupils' strengths and areas for development.• the curriculum provision was broad and balanced, children benefitted from working with specialist teachers, and parents liked the extra provision.• good progression maps were now in place and planning was a shared task with HTNW3 teachers. LH noted that this reduced teacher workload, so was good for staff wellbeing and retention. EI reported that the cross-school working was also good for subject leaders and SLT understanding and encouraged greater staff confidence.• there had been excellent work done on Pupil Voice in the ongoing curriculum development.• EI had been working with Y6 staff to ensure that their progress and achievement remained high, and LH noted that although Y6 was a strong cohort, there was extra support for them. LH noted that<ul style="list-style-type: none">○ she had considered moving some support out of Y6, but responding to staff views, had delayed it for the time being – the TA support had good subject knowledge, was skilled at group teaching and challenging higher achieving children, and was a calming presence in the year group.○ the TA in question had been promoted to Higher Level Teaching Assistant (HLTA) and intended to embark on teacher training.• 2 new children had joined the year group and were still being assessed.• other year groups were also strong, and LH and EI were confident that their end of year assessment results would be | |



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| | high, including in Reception (with 1 child likely to need an Educational Health and Care Plan (EHCP), and in Y2. | |
| 4.3 | <ul style="list-style-type: none"> • assessment data would be reported to the FGB. • there was greater need in Y4, and extra SLT support (which was expensive but necessary) was helping to close the gap between lower achieving children and their higher achieving peers, especially in Maths. • LH and EI would review the needs and support across school (including in Y6) at the end of term, to ensure that resources were being used effectively and efficiently. To ensure good SATs results, it was likely that Y6 would receive more support, and EI noted that Ofsted would now not approve of excessive test preparation, and an inspection was expected at some point during the year. • the SEND register (of 13 children, including 1 with an EHCP), contained some children who may have been assessed privately for SEND, e.g. dyspraxia. LH noted that <ul style="list-style-type: none"> ○ if parents had secured a diagnosis of SEND, then the child would be added to the register, even if the school would probably not have made that judgement. ○ some of these children, despite being assessed as having SEND issues, were achieving highly, so did not impact negatively on the assessment results. ○ SEND children did well at HPS, and EAL attainment was in line with their peers. • as well as SEND, staff also considered the potential impact of Pupil Premium (PP) eligibility and attendance, although there were few PP children, and their attainment was similar to non PP peers. Governors <ul style="list-style-type: none"> ○ noted that a SEND Governor had not yet been appointed. ○ agreed to discuss it at the next FGB. | <p>LH EI</p> <p>LH EI</p> <p>AA FGB agenda</p> |
| 4.4 | <p>Governors queried some recent developments in Reception, and LH responded that staff had:</p> <ul style="list-style-type: none"> • removed the mud kitchen and sand tray, and replaced them with better outdoor provision, noting that sand and water play was still available. • improved indoor role-play provision (funded by the PTA), including a role play 'Gail's', which reflected children's experiences out of school. These improvements were popular with staff and had refreshed the provision. | |



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| 4.5 | <p>Through questioning, Governor established that:</p> <ul style="list-style-type: none">• curriculum maps were on the new school website (which was suffering some teething problems).• the recent Assessment Week had included testing children in Reading and Maths, and moderating Writing with HTNW3 teachers. The results of the assessments, together with work scrutiny, informed teachers' planning for next steps in pupil learning (i.e. being used formatively). If children were identified as not being on track, interventions and extra provision were considered.• the results of the assessment week would be reported to the next FGB meeting, and following pupil review meetings with staff, be used at Parent Consultations to help identify areas where parents could offer appropriate support at home. | LH EI FGB agenda |
| 4.6 | <p>LH and EI reported that the School Improvement Plan (SIP) was available on GHub. Governors discussed the roles and impact of TAs, highlighting that:</p> <ul style="list-style-type: none">• TAs were supported by SLT coaching, and weekly meetings with the Assistant Headteacher (AHT) to direct work and pupil focus.• positive impact by TAs was evident, with TAs deployed for greatest impact, including 1-1 working, but there was still more to do.• LH felt that TAs needed more training to ensure that the school can deliver on its SIP priorities, particularly to meet the needs of higher achieving and articulate pupils.• LH and EI were monitoring and measuring the impact of TA interventions, including providing differentiation, especially for higher achieving children. LH noted that it was a challenging role across school, e.g. delivering the phonics programme well, and there was evidence of accelerated phonics progress from their work in Reception.• EI would be meeting soon with TAs as part of the Performance Management programme, and LH and EI agreed to report to Governors on progress at the next FGB meeting. | FGB agenda |
| 4.7 | <p>LH reported that:</p> <ul style="list-style-type: none">• the partnership with HTNW3 was going well, with staff working effectively together, sharing ideas, advice and concerns.• smaller school were being scrutinised carefully by Ofsted for curriculum provision and financial viability, often resulting in negative judgements. (LH advised looking at the Watchsted website (https://www.watchsted.com/) for comparison). LH noted that working across schools provided a greater resource for leadership and management, including leadership of the 13 | |



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| | subjects inspected by Ofsted. Through questioning, Governors established that initially there had been greater experience at HTNW3, which was used to support HPS colleagues, However, the balance was shifting, with more HPS staff able to provide support for HTNW3 colleagues. Governors noted the importance of the collaboration being perceived as equitable and fair by all stakeholders. LH reported that the collaboration also provided greater opportunity for staff promotion. | |
| 5 | Policies | |
| 5.1 | <p><u>Governors approved the circulated policies for:</u></p> <ul style="list-style-type: none">• <u>Admissions</u>• <u>Behaviour and Anti Bullying</u>• <u>Child Protection and Safeguarding</u>• <u>Child on child abuse and Sexual violence guidance</u>• <u>Dealing with allegations against staff</u>• <u>Safer recruitment</u>• <u>Screening and searching guidance.</u> <p>Noting that</p> <ul style="list-style-type: none">• HPS Vision and Values should be better incorporated into the individual policies, e.g. the SEND policy starts with a Vision, but not the HPS Vision.• where polices were recommended from other bodies (e.g. Camden or LDBS), this should referenced and acknowledged. <p>Noting that it would be time-consuming, Governors agreed for EI to review the agreed policies and ensure that they linked to the ethos, context, vision and values of HPS.</p> | EI |

David thanked Governors for their work and support and closed the meeting at 7.10 p.m.

**TO BE AGREED AT THE 6.2.23 CP&O MEETING AND SIGNED ON GOVERNORHUB BY
David Rue, Chair of CP&O committee, Hampstead Parochial School Governing Body**

| Agenda item no. | ACTIONS FROM 1.11.22 CP&O MEETING | STATUS |
|-----------------|--|------------|
| 4.3 | LH & EI to report assessment data to the FGB. | FGB agenda |
| | LH & EI to review the needs and support across school (including in Y6) at the end of term, to ensure that resources are being used effectively and efficiently. | ?? |
| | Governors to agree a SEND Governor. | FGB agenda |
| 4.5 | LH and EI to report the results of the assessment week to the next FGB meeting. | FGB agenda |
| 4.6 | LH & EI to report to Governors on TA progress at the next FGB meeting. | FGB agenda |
| 5.1 | EI to review the agreed policies and ensure that they link to the ethos, context, vision, and values of HPS. | ?? |